

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Rebekka Darnes

INSTITUTION U. of Florida

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 55,000 (?)

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 2000)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course. Lab & lecture separate courses taught by TAs & faculty, respectively. Lecture becoming more active w/ clickers & problems. Lab is

If you selected B, complete the following statements:

We went from

Now our course

still "cookbook". Lecture transformation only occurring out of individual instructors' volition — not systematic.

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Define a hypothesis & design an experiment to test it.

Explain the role of evolution in various subfields of biology.

Engage/generate a logic argument about a socio-scientific issue related to biology.

Please include additional comments on the back of this sheet.

Obstacles

- ① cookbook labs
- ② departmental organization
- ③ coverage

Solutions

- ① inquiry labs
- ② communication
- ③ pre-assignments & just-in-time teaching

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Anne Casper

INSTITUTION Eastern Michigan Univ.

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION ~20,000

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: ~800)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course.

clicker Q in lecture, group work in lecture, weekly online homework

If you selected B, complete the following statements:

We went from

Now our course

following lecture (reinforces lecture)

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Given an obs., ^{write} ~~design~~ a testable hypothesis + design an experiment
Explain some over-arching themes: unity of life (evolution)
Evaluate data + draw ^{appropriate} conclusions
cellular organization + structure

Please include additional comments on the back of this sheet.

Obstacles

- ① Department organization
- ② Content coverage
- ③ Faculty who are resistant to change

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Lisa Urry

INSTITUTION Mills College

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 950

+ postbacc program 40/yr

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 80)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A ^{someone} I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course.

2 semester Bio 001 + 002 - lecture w/ clicker Qs, mastering bio

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Understanding basic biological principles

Being able to think ^{"like a scientist"} logically about scientific problems

Being able to connect topics across chapters, understanding them on the basis of basic biological principles.

Please include additional comments on the back of this sheet.

Obstacles

departmental politics

what can I leave out?

Solutions

try pre- & post-tests to show success

used pre-assessment
to show on the day
of lecture what can
be passed over quickly

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME MORRIS MAZUR INSTITUTION UC Riverside

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 18,000

1. Which of the following applies to your department?

- ☒ Two-semester intro course (annual enrollment: 1500) (3 quarters)
3 x 10 weeks
- ☒ Three-semester intro course
- ☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

- ☒ A. I/We are interested in course redesign
- ☐ B. I/We recently redesigned our course
- ☐ C. I/We are in the process of course redesign

If you selected A, describe your current course.

I teach in Bio 9A - Intro Cell/Molecular Biology

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

- Describe properties of cells & living systems from cell level to ecosystem level
- Design an experiment to test a hypothesis
- Explain the various branches of the discipline of biology to a layperson

Please include additional comments on the back of this sheet.

#3 What does the ideal intro exam look like?

+ obstacles, solutions

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NAME MINORSKY INSTITUTION MERCY

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 6K

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 360)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course.

traditional lecture

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

HIGH-LEVEL ORRER THINKING
BIG PICTURE
CATCHING UP

Please include additional comments on the back of this sheet.

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NAME Kurt Elliott

INSTITUTION Northwest Vista College

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 16000

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 1500)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course.

Bio I covers chaps 1-15/16; labs are instructor supplied
Bio II covers chaps 19-30/optional after that

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Understand evolution (natural selection)
understand ATP generation/usage
basic genetics understand

critical thinking
journal understanding
techniques

Please include additional comments on the back of this sheet.

bio diversity

no wet lab
histology

cells/molecules

b
bio div

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NAME Deborah Dardis

INSTITUTION Southeastern LA Univ.

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION ~ 14,000

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 1600)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course. 1st semester - Process of Sc, Biochem, Cell Structure, Metabolism, Cell div, genetics
2nd semester - Evolution, Diversity, Ecology (?)

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Discuss : → Nature of Science
→ Unity of Life - unifying principles
Life around them, increased observation/
reading current articles, etc.

Notice!
Biology is
part of
everyday
life!

Please include additional comments on the back of this sheet.

Ideal Course:
Obstacles : Preparation of instructors /
Students

Time

→ Building a Consensus

Solutions :

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NAME Patricia Steinke

INSTITUTION San Jacinto College

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 15,000

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 500)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course.

Traditional lectures + labs

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Understand all life has unity and give examples. Why does all
Form follows function. Why is there much diversity? Life has unity?

Understand diversity is a result of a process, and how
that process can occur.

Read and understand scientific information. Be skeptical
Please include additional comments on the back of this sheet. about it.

Ideal Intro Course:

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NAME David Schwartz

INSTITUTION Houston Community College SW

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 70,000 (system)
25,000 (SW College)

1. Which of the following applies to your department?

- ☒ Two-semester intro course (annual enrollment: 3000-4000 at SW)
- ☐ Three-semester intro course
- ☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

- ☐ A. I/We are interested in course redesign
- ☐ B. I/We recently redesigned our course
- ☐ C. I/We are in the process of course redesign

D. We are not contemplating course redesign at the present time.

If you selected A, describe your current course.

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Understand^{and apply} the scientific method

Be thoroughly familiar with the basic vocabulary of inter. bio.

Explain the composition and function(s) of biological macromolecules

Please include additional comments on the back of this sheet.

Obstacles - lack of money (funding)
not enough time
student apathy

Solutions - Raise money
Shift work/study to home, not classroom
Change society - value education -
JOBS, JOBS, JOBS!!

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NAME Joel MARUNIAK

INSTITUTION Univ. Missouri

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION ~20,000

1. Which of the following applies to your department?

☐ Two-semester intro course (annual enrollment: _____)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

☒ 1 semester intro course

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course.

500 student, ^{largely} lecture course

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Begin to think/analyse like a scientist
Understand the thread of evolution that runs through
Adapt to the intensity & rigor of
university science courses
all facets of biology

Please include additional comments on the back of this sheet.

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Rich Cardillo

INSTITUTION U. Cal. Riverside

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 20,000

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 1800)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course. *One year (3 quarter) series that covers most of text (Campbell). 1st quarter: Cells Molec & Genetics, 2nd quarter: Biodiversity & Physiology, 3rd quarter: Ecology/Evolution*

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Process of Science Rules
Thinking Critically Always.
Apply What Is Learned.

Please include additional comments on the back of this sheet.

Content v. Process.

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Bill Wischusen INSTITUTION LSU

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 27,000

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 2,200)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course.

Somewhere between a very traditional lecture course and a totally reformed course

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

See the connections between the major concepts.

Use and apply major concepts to new, novel situations

~~Develop~~ See both the breadth and unity within biology

Please include additional comments on the back of this sheet.

Obstacles: Departure push back

Course taught by large # of faculty, all with different
ideas about what is important

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Scott Bowling INSTITUTION Auburn University

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION ~20,000

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 2000)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course.

Mostly fact/detail based, mostly lectures (little active learning)

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Use concepts in biology (and science) to explain how things work.
Converse knowledgeably about biology and science (key terms / concepts).
Start upper-level biology courses successfully.

Please include additional comments on the back of this sheet.

OBST: Push for putting too much in

SOLN: Think long term (4-yr education)

OBST: limitations of faculty / dept. leadership

SOLN: committee mtgs of intro course, that
group given power to make changes

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Carla Hass

INSTITUTION Penn State

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION ~38,500 at Univ Park

1. Which of the following applies to your department?

~32,300 at CES campus

☐ Two-semester intro course (annual enrollment: _____)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

☒ Four semester intro series (4 courses)

1200
600
500
400 ~2700 total

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign

last redesign was in 1996
Planned re-evaluation in 2011 (15 yrs)

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course. Four courses, all w/ lab

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

- Understand how evolution has shaped life on Earth
- Have a grasp of fundamental principles
- Sees connections among major concepts

Please include additional comments on the back of this sheet.

ideal course -

Obstacles -

Asking them to do more + more outside of class

- course credit, on-line groups ^{Study}
or credit w/in course ^{Skills}

Multiple course instructors

Faculty buy-in - they have to be supported

Solutions -

Pilot section

- gradual, structured process

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Emma Feene-~~y~~

INSTITUTION Loyola Univ. Chicago

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 18,000

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: ~800~~m~~)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A ☒ I We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course.

~~lec~~ Faculty led lecture (~130 students)
+ discussion (~65 students)

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Apply knowledge to other situations
Think critically about bio
Understand the "big picture" concepts

Please include additional comments on the back of this sheet.

Obstacles

- getting faculty to change
- getting student behaviors to change
- 18. diverse (pt / Ft) faculty)

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Rebecca Orr

INSTITUTION Gollin College

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION ~

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: ~1600)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign ~~_____~~

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course.

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Know fundamental concepts of biology.

Be able to connect ^{individual} concepts into a greater/larger picture of Biology.

Learn to think critically! Be able to differentiate "accurate" vs. "correct"

Please include additional comments on the back of this sheet.

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Steven Wasserman INSTITUTION UC San Diego

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 16,000

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 1,200)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☐ C. I/We are in the process of course redesign

If you selected A, describe your current course.

3 quarters, march through topics

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Understand how to ask and answer questions
Use basic vocabulary
Describe and apply fundamental concepts - evolution, energetics, structure/function, heredity, etc!

Please include additional comments on the back of this sheet.

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Deb Pires

INSTITUTION UCLA

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION ~ 20,000

1. Which of the following applies to your department?

☐ Two-semester intro course (annual enrollment: _____)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

☒ 4 quarter intro course

2. Which of the following applies to you or your department?

☐ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☒ C. I/We are in the process of course redesign

If you selected A, describe your current course.

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is Integration & b/w departments

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Evaluate their performance (develop some meta-cognitive ability)

Design ~~new~~ testable hypothesis

~~Apply their understanding of evolution as an explanation for....~~

Please include additional comments on the back of this sheet.

obstacle

- lab coordinator that has been around for too long
- faculty inertia

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME David Bos

INSTITUTION Purdue

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION _____

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 2000)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☐ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☒ C. I/We are in the process of course redesign

If you selected A, describe your current course.

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is ... all the cool stuff
to learn @ BLC's... one step at a time

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

- Use their knowledge of biology + apply to new situations
- see "big pictures" in biology + assign details to big ideas
- work in groups

Please include additional comments on the back of this sheet.

~~raise~~

- Dept. / course organization (no solution!)
- What to cut out when you add in clickers
- J.I.T.T.
- technology

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Eileen GREGORY INSTITUTION Rollins College

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 1700

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 80-90)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☐ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☒ C. I/We are in the process of course redesign

If you selected A, describe your current course.

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is . . . less content so we
can cover material in a more meaningful way.

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

apply their knowledge to real world ^{problems.}
have the skills necessary to be self-learners.
maintain/develop enthusiasm ^{+ interest in} for biology

Please include additional comments on the back of this sheet.

- Knowledge of specific content is not of high importance - they will get this in other classes.
- Start with Ecology + work down to molecular.

Ideal Course looks like

- ~~year long~~ → 2-6 semesters.
- Sequenced

Obstacles

Colloquies
text books - + how used.

Solutions

direct composition of

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Kathy Williams

INSTITUTION San Diego State U.

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 32,000

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 800 ~~1,000~~)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☒ ~~A~~ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☒ C. I/We are in the process of course redesign *just starting*

If you selected A, describe your current course

*lect/lab siloized
too independent*

If you selected B, complete the following statements:

We went from

Now our course

*cookbook lab
3 "lecturers" / semester
not sufficiently
Student-centered
not well aligned w/
pragmatic outcomes*

If you selected C, complete the following statement:

The best feature of our new course is

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

illustrate relevance of physiological concepts across organ systems / organisms / levels of organization
apply theoretical models of feedback to real situations of in biology across levels.

Please include additional comments on the back of this sheet.

*of
organiz*

Obstacles

\$/Time

Too many instructors

Too many students in 'lectures'

Lect/Lab separation

Solutions

Inst. support

↓ Time / effort / learning ^{or} rewards visible

Coordination between instructors

Faculty development

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Liz Allison

INSTITUTION College of William + Mary

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 5000

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 300-350)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☐ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☒ C. I/We are in the process of course redesign

If you selected A, describe your current course.

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is infusing more quantitative components (math) into the curriculum - both lecture and lab

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Critical thinking

Strong foundation in biology

Tools for engaged life-long learning

Please include additional comments on the back of this sheet.

- Faculty not confident in teaching biomath
- Hired a mathematical biologist to help infuse more math into curriculum (starting in 2011)

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Jeff Carmichael INSTITUTION Univ. of North Dakota
TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 14,000

1. Which of the following applies to your department?

- ☒ Two-semester intro course (annual enrollment: 850)
☐ Three-semester intro course
☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

- ☐ A. I/We are interested in course redesign
☐ B. I/We recently redesigned our course
☒ C. I/We are in the process of course redesign

If you selected A, describe your current course.

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is more collaborative, problem-solving activities.

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

Interpret data
ask questions
Make connections

Please include additional comments on the back of this sheet.

Class size

lack of assistants

BLC VIII COURSE REDESIGN: CHANGING THE WAY WE GET OUR MAJORS STARTED

NAME Iona Rowe

INSTITUTION U. of Toronto Mississauga

TOTAL UNDERGRADUATE ENROLLMENT AT YOUR INSTITUTION 13,000

1. Which of the following applies to your department?

☒ Two-semester intro course (annual enrollment: 750)

☐ Three-semester intro course

☐ We don't have a standard intro series for our majors

2. Which of the following applies to you or your department?

☐ A. I/We are interested in course redesign

☐ B. I/We recently redesigned our course

☒ C. I/We are in the process of course redesign

If you selected A, describe your current course.

If you selected B, complete the following statements:

We went from

Now our course

If you selected C, complete the following statement:

The best feature of our new course is . . . integrative approach to EVERY ASPECT. (no more silos)

3. List (the?) three important things students should be able to do once they have completed their introductory courses in a biology major.

- Think like a scientist

- Apply knowledge to solve problems

- Appreciate the hierarchy of biology ^{connections} ~~connections~~

Please include additional comments on the back of this sheet.

Obstacles

- Students need time to think

→

Solutions

Online before.

- Lab time needed to teach students how to

→

FLGS.

think like scientists.

- Get away from cookbook labs.

- Older faculty resistance: "This isn't how I was taught."